DOCUMENT RESUME

ED 137 623 CE 010 937

TITLE	Career Education Consulting Package. Pack II. Primary K-3.
INSTITUTION	Marshall Univ., Huntington, W. Va.; Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	Feb 76
NOTE	44p.; For related documents see CE 010 936-941
AVAILABLE FROM	West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (six packages, $10.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Career Education; *Consultants; *Curriculum Development; Elementary Education; Elementary School Teachers; Learning Activities; *Program Planning; Resource Guides; Resource Materials; *Teacher Workshops; Workshops

ABSTRACT

This career education consultant package for use with staff at the primary grade level is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, was used as a reference work for the packages.) This package contains workshop materials including general information suggestions, 15 occupational clusters appropriately illustrated for primary grades, discussion of objectives to career awareness, goals of career education in grades K-6, a discussion of the meaning of work, and a selected reading list. (TA)

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STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

PRIMARY CAREER EDUCATION CONSULTANT PACKAGE

2 - 3

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter P can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

GENERAL INFORMATION

SUGGESTIONS

I. Use visual TP1 and handout HP1 "Myths About Career Education". Allow time for group to take the test then discuss answers.

II. Flash visual TP2 "The Bear Facts". Use as an attention-getter for parts 3 and 4.

III. Use visuals TP3.1 and TP3.2 and explain functions of RESA V staff; federal, state, and local programs from 1971 to 1975. Use HP2 as an alternative discussion page or handout.

IV. Use pages 3, 4, 5 and 6 from Career Education Curriculum Materials Resource Guide for basic facts for justification, definition, and background information. Also, use visual T2 to show "Career Education Components".

V. Handout H2 "Straight Answers On Career Education" and discuss.

VI. Tell about 15 Occupational Clusters and give them HP3.1 thru HP3.15 as material to be used in classrooms for bulletin boards, childrens' career education books, or creative writing lessons. They can also be made into visuals, posters, research activities, role-playing, and general information.

ANSWER TRUE OR FALSE BY EACH STATEMENT

_____ 1. Career education is really vocational education renamed.

_____ 2. Career education will demand complete curriculum revision.

_____ 3. Career education is another subject added to the curriculum.

_____ 4. Career education is for dropouts and the slow learners.

_____ 5. Career education should be taught and administered by the guidance counselors.

_____ 6. Moving to career education will cause wide spread teacher re-training and recertification.

_____ 7. Career education will cost more than the school system can afford.

_____ 8. Our school board and business community would never agree to accept career education.

Notes

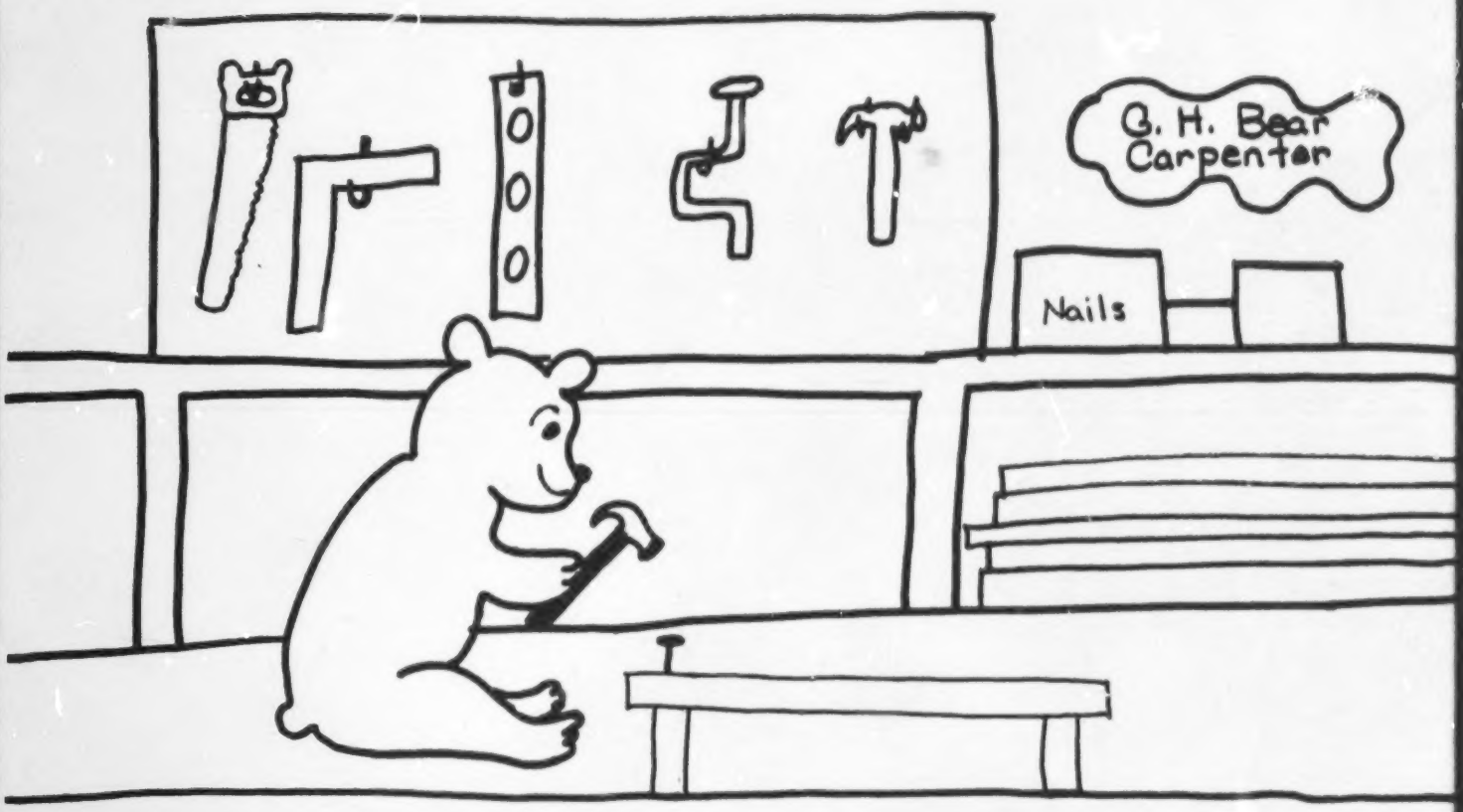
1. The purpose of the School-Based Comprehensive Career Education Model is to infuse career development concepts into all courses of study from kindergarten through the twelfth grade. The contractor for this model is the Center for Vocational and Technical Education at Ohio State University in Columbus, Ohio.
2. The purpose of the Experience-Based Career Education Model is to utilize the community for the development of career planning, guidance, and learning resources for students age 13 to 18. The contractors for this model are the Appalachia Educational Laboratory, Far West Laboratory for Research and Development, Northwest Regional Laboratory, and Research for Better Schools, Inc.
3. The purpose of the Home-Base Model is to provide career development experiences to home bound children, youth and adults. Its focus is on the development of self understanding and career potential.
4. The purpose of the Residential-Based Career Education Model is to provide counseling, remedial education, training, family skills, life skills, guidance, and placement for the entire family. The contractor for this model is: Mountain Plans Education and Economic Development Program, Inc.

1. Agriculture and Natural Resources

Agriculture
Forestry
Mining
Petroleum
Wildlife

3. Communications and Media

Broadcasting
Journalism
Motion Pictures
Recording
Telephone

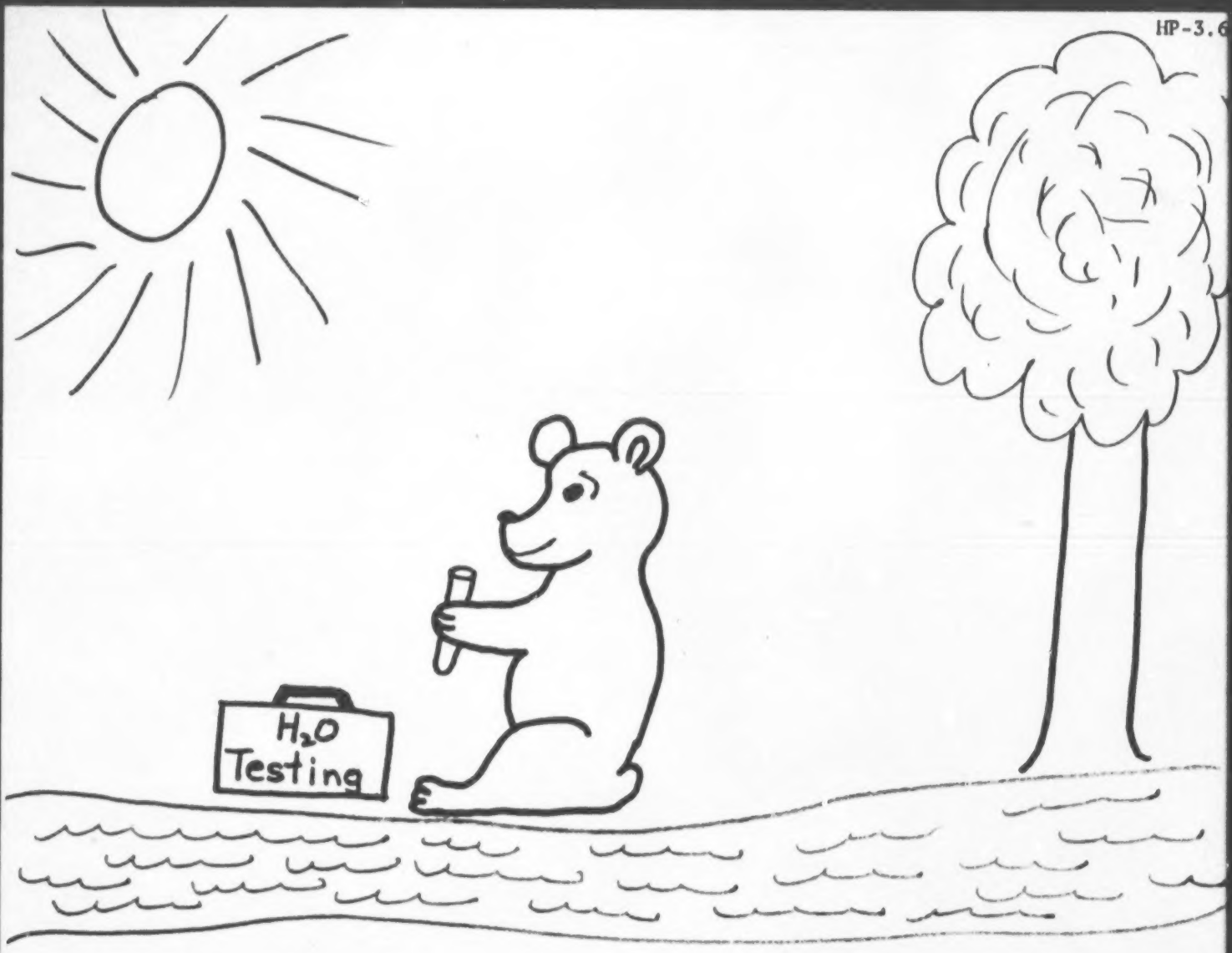


4. Construction

Electrical
Finishing
Masonry
Metal
Wood

5. Consumer and Homemaking

Child Development
Clothing
Food
Home Management
Household Equipment



6. Environment

Air
Plants
Soil
Water
Wildlife

12

7. Fine Arts and Humanities

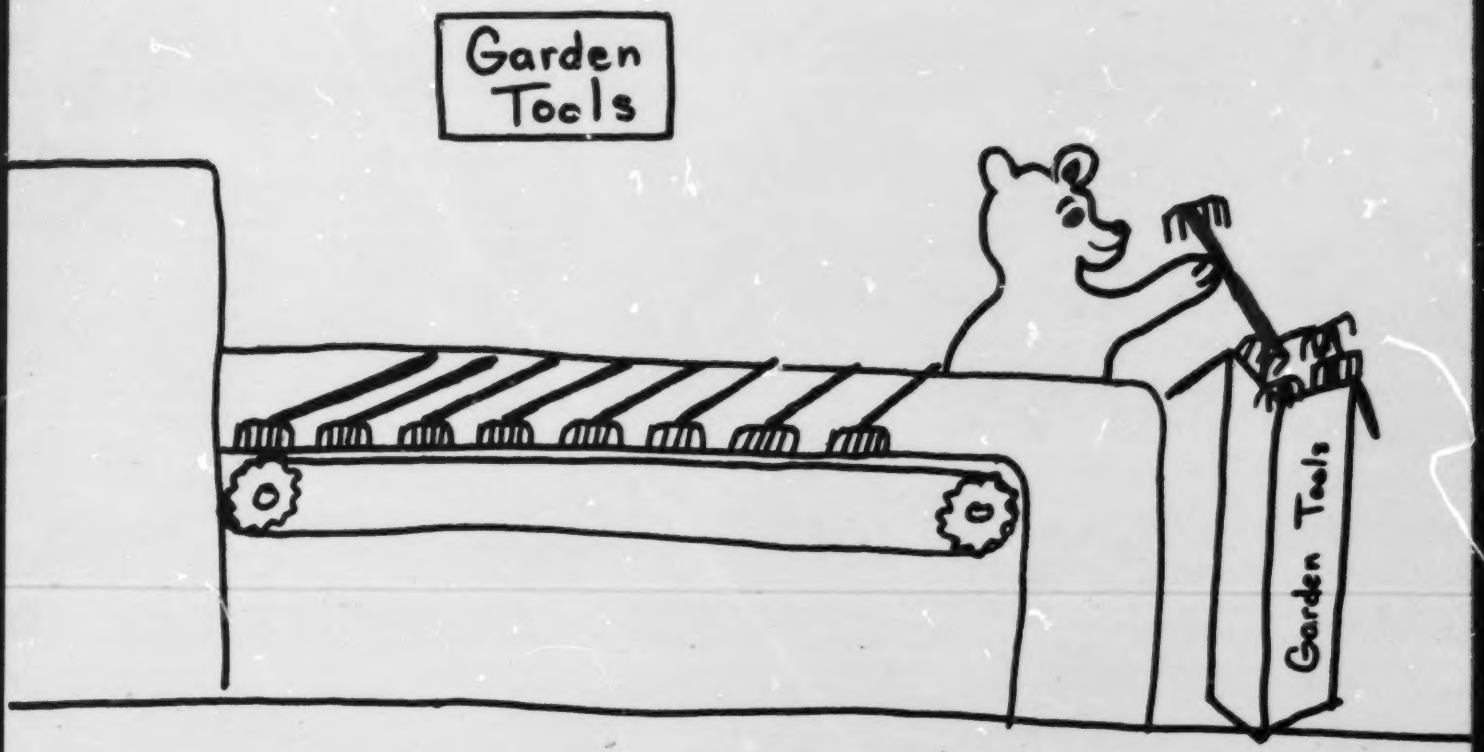
Historical
Performing Arts
Religion
Visual Arts
Writing

8. Health

Administration Services
Emergency Services
Personal Services
Pharmaceutical Services
Supportive Services

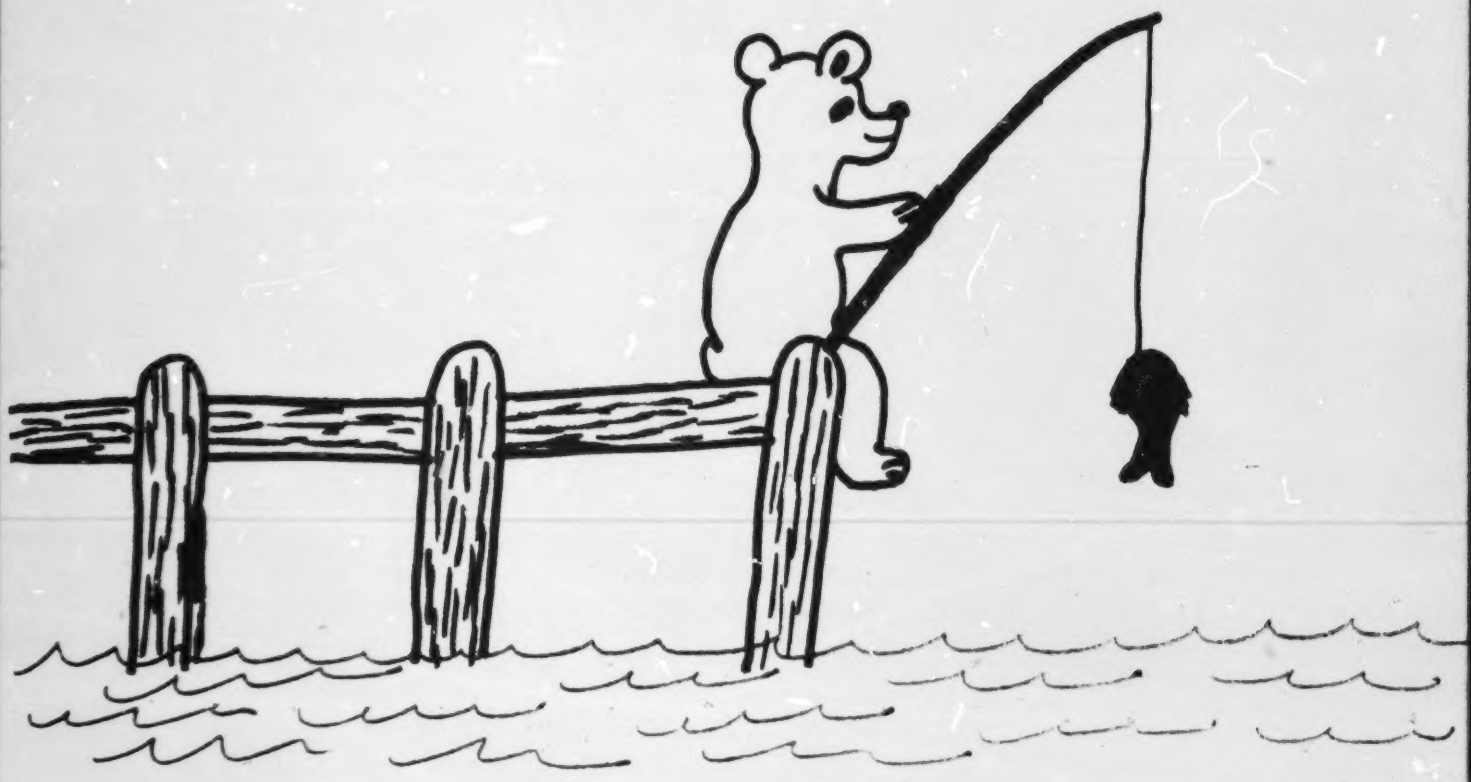
9. Recreation and Hospitality

Industrial Recreation
Private Recreation
Public Recreation
Transportation
Travel Agencies



10. Manufacturing

Engineers
Technicians
Skilled Workers
Semi-skilled Workers
Unskilled Workers

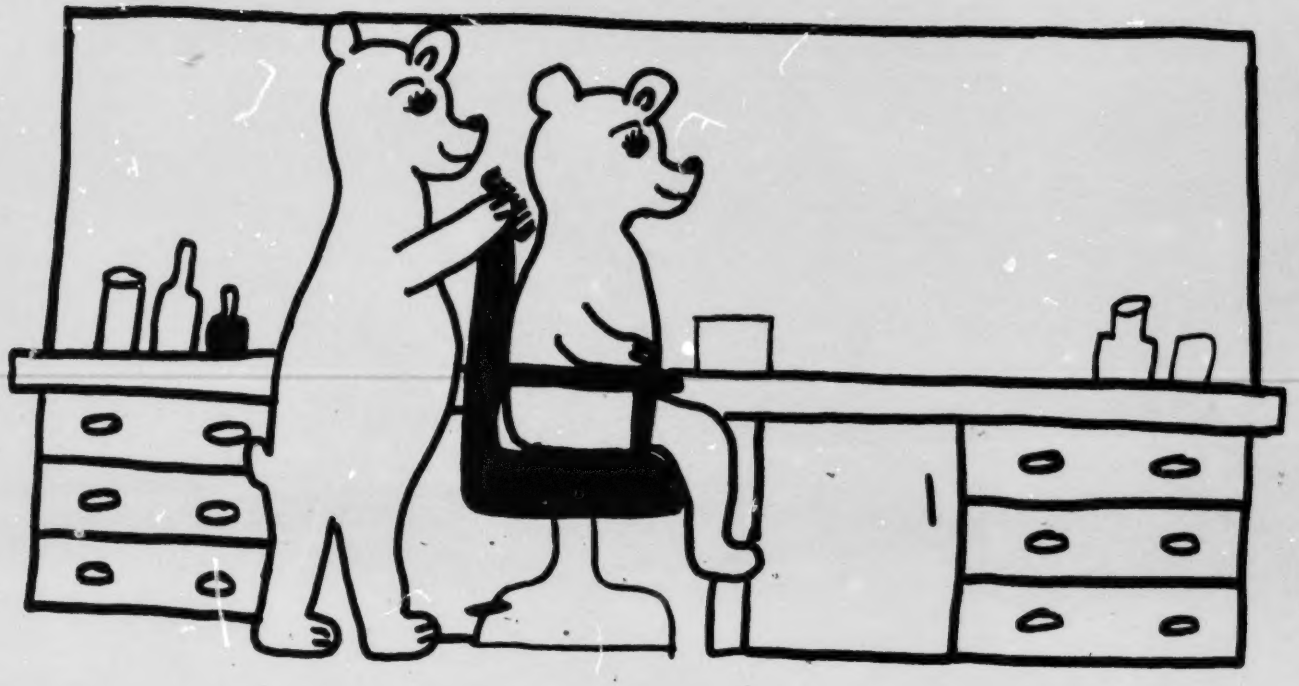


II. Marine Science

Aquaculture
Fishing
Mineral and Chemical Extraction
Research
Support Personnel

12. Marketing and Distribution

Distribution
Management
Purchasing
Promotion
Sales



13. Personal Services

Apparel Services
Beauty Services
Domestic Services
Food Services
Lodging Services

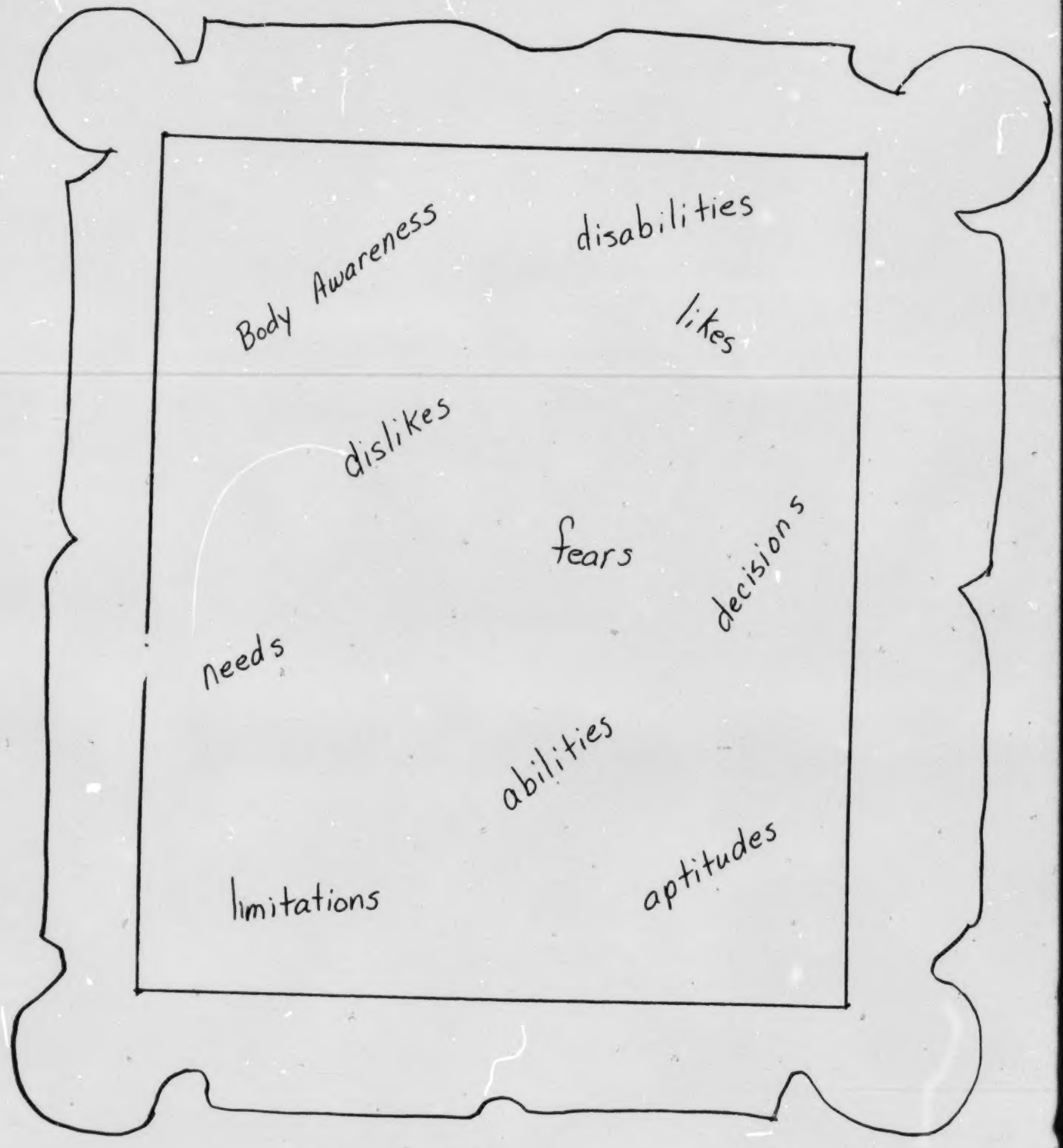
14. Public Services

Education
Health
Postal
Protective
Utility

15. Transportation

Air
Highway
Pipeline
Rail
Water

Learn About Self



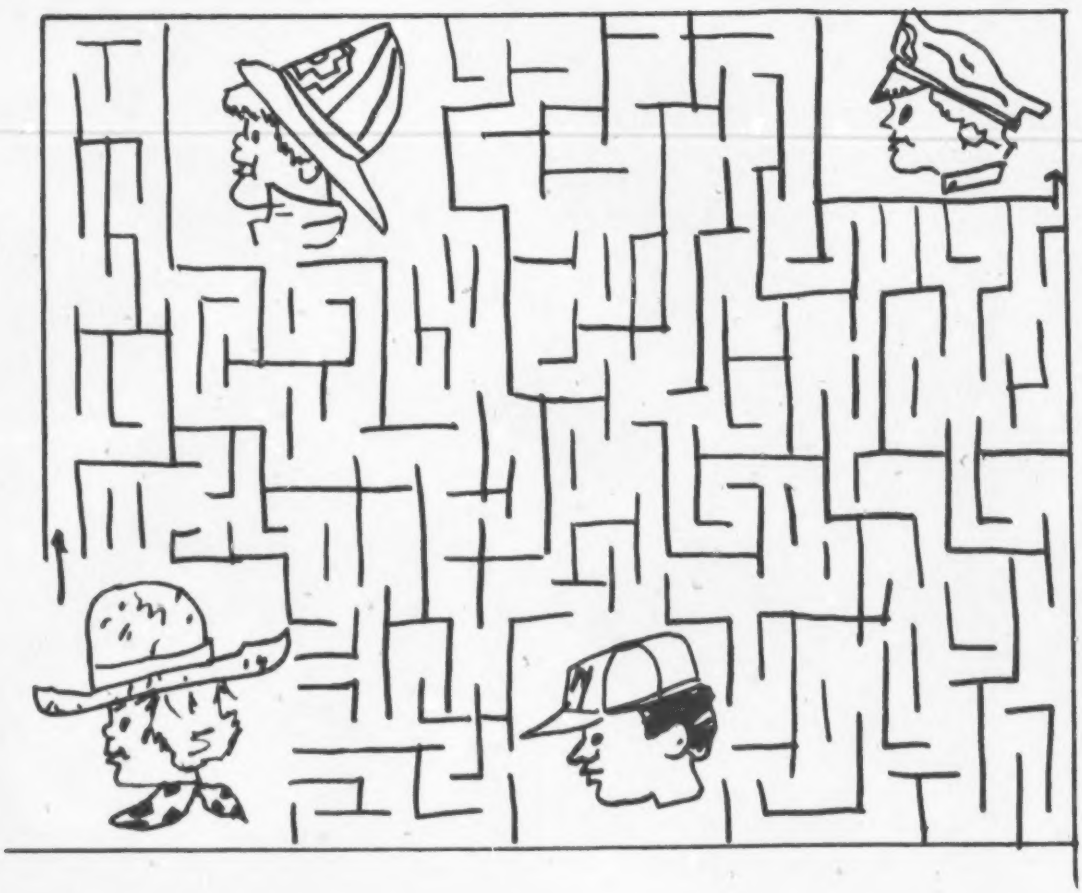
Career Education can be implemented in subjects in the classroom.

Career Education can be implemented in Role Playing in the Classroom

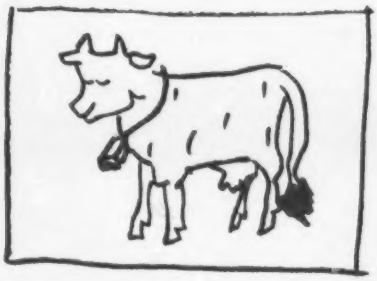
Career Education can be implemented by the use of books

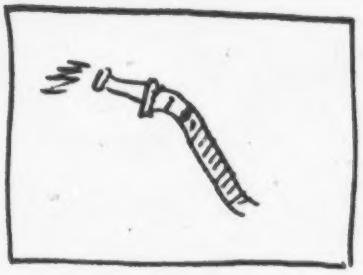
25

Career Education can be implemented by field trips.



CAREER EDUCATION CAN BE IMPLEMENTED THROUGH GAMES





SPECIFIC INFORMATION

SUGGESTIONS

I. Flash visual TP4 as an attention getter for lead into module implementation.

II. Give handouts - pages 20-23 in Career Education Curriculum Materials Resource Guide.

III. Discuss modules showing how career education can be correlated and integrated with subject matter. Show film "I'm The Only Me" from Identity Kit, RESA V, Career Education Project #3310. Could also utilize filmstrip/cassette "The Work People Do", from Career Awareness Series - RESA V, Career Education Project #125.

IV. Give HP4.1 thru HP4.6 as handouts and page 13 of Career Education Curriculum Materials Resource Guide. Discuss possible activities and what subject areas they can be correlated and integrated with.

V. Use visuals TP5.1 and TP5.2 ("Now That I Have Presented My Case" — "All Signals Are Go"). Give handout H3.1 thru H3.4 "Thinking Of Bringing Career Education Into The School System". Discuss how Career Education can be started in a school system.

VI. Group discussion of how career education activities (such as role playing, etc.) are being used in the classroom.

VII. Pass out pamphlets HP5 and HP6 for further information.

VIII. Pass out HP7 and HI for discussion or group activities sheet.

CAREER AWARENESS PAMPHLET

CAREER AWARENESS (Grades K-6)

The educational program for first and second grades all begin with the child's immediate environment and gradually broaden to encompass the larger community in which he lives.

The educational program for grades 3 through 6 is designed to increase occupational horizons from the immediate environment to the larger community. Comparing and contrasting occupations in the immediate are to those found in other communities provide the child with an opportunity to become aware of the encompassing nature of work.

Career awareness (kindergarten through six) utilizes the careers which are currently found in the books, films, etc. as the basis for relating self, education, and careers to school subjects. In the kindergarten, first, and second grades, the structure involves focusing on workers who are physically located in a particular setting or function as a part of a unit. The structure is as follows:

Kindergarten: Home,

First Grade: Family, and

Second Grade: Community.

The structure for grades three through six broadens. It not only involves the physical location of workers but also the following alternative: Are the workers involved physically or mentally with other locations or are similar occupations found in other locations? The pattern for grades three through six is as follows:

Third Grade: Multi-community,

Fourth Grade: State,

Fifth Grade: National, and

Sixth Grade: International.

In the career awareness phase, experiences are provided which assist students identify their likes, dislikes, fears, needs, abilities, disabilities, aptitudes and limitations. The dignity and worth of others, social relationships, the numerous meanings of work, the need for planning and the importance of interpersonal skills are illustrated.

The value of subject content is illustrated to students and practical application provided. Experiences are provided which assist the student in developing academic skills and identifying and accepting his strengths and weaknesses. Experiences provide students with the concept that all work is of value while the structure and interrelationships in the world of work are investigated. Physical imitation of workers takes place through hands-on activities, simulation, and role playing.

OBJECTIVES TO CAREER AWARENESS

General Objective

To provide an instructional system designed to present occupational information to children in Grades K-6.

Specific Objectives

(a) To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.

(b) To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.

(c) To inform students about the multitude of occupational opportunities.

(d) To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

(e) To provide students with basic information about major occupational fields.

(f) To stress the dignity in work and the fact that every worker performs a useful function.

(g) To visit local businesses and industries to get a first-hand view of the "world of work".

GOALS OF CAREER EDUCATION IN GRADES K-6

The career awareness focus begins with a very narrow base at the kindergarten level. The emphasis is on the work found in and around the home. That is, the work of members of the family and work that is performed by outsiders who enter the home for service repairs, etc.

At the first grade level, the focus is on the occupations held by parents, grandparents, older siblings, uncles, aunts, cousins, etc. Attempts should be made to get the children to interact with members of the family about their occupations. The emphasis should be on a beginning awareness of the many roles people play.

Second grade students broaden their horizon by investigating the roles of workers in the immediate community. For many children, they can be involved in walking field trips to businesses located close to the school. The emphasis should be on developing an awareness that large numbers of people are involved in producing goods and services for others.

Occupations of a multi-community nature are the concern of third grade students. Defining multi-community will vary from community to community. In some cases, it will mean the entire city rather than only a certain section. In other cases, it may mean a small number of towns within a county. Other instances will dictate that multi-community include more than one county. The concern should be in the selection of occupations which exist in various sites within the multi-community framework.

For the fourth grade student, the emphasis is on occupations which are peculiar to the state and/or found throughout the state. This involves utilizing maps and materials available from various departments within the State Department. The goal is not to get the children to eventually move to other parts of the state but to make them aware of future options in the career world in terms of the encompassing nature of the world of work.

Fifth grade students become involved in careers of a national stature. It is important that children understand that in many career areas, they will have the opportunity and option of employment in many geographical areas. Students should be given the opportunity to investigate the relationship of careers, geographical location, and leisure time activities. This does not mean that the student should be encouraged to move from the state later but the approach does allow for additional options.

Students at the sixth grade level should be encouraged to investigate careers of an international nature. This concept of international nature has a double meaning. The first meaning involves careers which are found in different nations and are similar. The second meaning involves careers in which the people are physically and/or mentally involved with more than one country. The continued emphasis is on building awareness of the broad nature of work.

Wall Poster "Career Education Now" which lists all available publications in Career Education from The Center For Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (Please refer to the enclosed wall poster in the back of this Primary Package).

THE MEANING OF WORK

Work has as many definitions at the time of this writing as there are individuals who wish to define it. Tomorrow their definitions could undergo change, and probably and necessarily will.

No longer is work viewed as a privileged destination or even an optimum state to which the individual aspires for its own sake. On the contrary, engagement with a task is now seen as a conscious bartering of one's skills and knowledges for the power of purchase. No apologies are given by the middle class majority who hold this view, nor should we expect them. The concept of work as a way to effect survival against nature could have little significance for most young Americans today.

Operating now on the premise of "I know what I want to buy", young affluent members of most western civilizations will accept the employer's dictum of a day's pay for a day's work. If these young people find that they enjoy doing what they must do to earn this pay, this serves as a sometimes unexpected windfall . . . for the accident of joy and fulfillment in one's work is as likely to be the exception as it is to be the rule.

Accidents occur as a result of increased freedom and too little information about that freedom. Ironically, the rewards of labor as interpreted today do not speak to the quality of the product or service rendered by the individual and to his pride in it, but to his gratification in possessions and in leisure time.

It is submitted here that the bread and wine or work have not really changed . . . though Athenian "democracy", the Talmud's timelessness, Acquinas' asceticism, the Protestant Ethic, Veblen's "leisure class", and the Mercantile system . . . One could say that we have forgotten the taste of bread but long for it. Or, one could say we've acquired the taste for

wine and feel guilty about it. Perhaps it would be easy for us to ascribe blame for this ambivalence to technological advance when, in truth, this new freedom in both time and choice have placed upon us the obligation to become decision makers when we thought we were through with decisions.

Before young people can become competent in assessing what work might ultimately mean to them, they must be able to define what they might mean to that work. Never before has a generation been faced with so many tantalizing goals and so few well marked trails for reaching them. Adult models they might elect to follow absent themselves, and the young child must accept the model imposed by a well meaning, but inadequate school system.

Telling a child that work has dignity, that school is necessary, that self-discipline can be cultivated in a vacuum and that rest, contemplation and differing values are at least as harmful as shoddy workmanship and exploitation of peers, will only convince him of our blindness. With one hand education peppers the student with stimuli and with the other it salts him into a monument to the system. As the schools protect the child from life's pain and trial, they take from him the chance to test that life for joy and fit.

Defining work is defining oneself. They are one and the same. A setting which permits the child to identify and know himself will free him to describe what he might someday contribute to one or a thousand others . . . or a thousand others . . . or to no one but himself. As we adults grew and changed our consciousness of who we were was more often strengthened by some person or some event who saw us clearly and found us unique, if not "good". From that confirmation, grew our own concept of what we described as work. If what maintained our ego strength could also serve to maintain society, well and good. Well and good too the singular job of ego maintenance which neither

improved society nor harmed it. (The painting or the song which society could declare at whim was either beautiful or gibberish.)

Today we elect to tackle or to guard, to develop or to remediate. We pick up the sack of decisions to be made about our kids, their schools, and their chances at life. We do something because we know that if we do nothing and feel nothing, we are failing in the pursuit, in concert with our children, of the purpose of living at all.

SELECTED READINGS

Havinghurst, Robert J., "Youth in Exploration and Man Emergent, "Man in a World of Work, Henry Borow, Editor, Boston, Houghton-Mifflin, 1964, Ch. 10, pp 291 - 298.

Herr, Edwin L., "Unifying an Entire System of Education Around a Career Development Theme", unpublished paper, Pennsylvania State University, 1968.

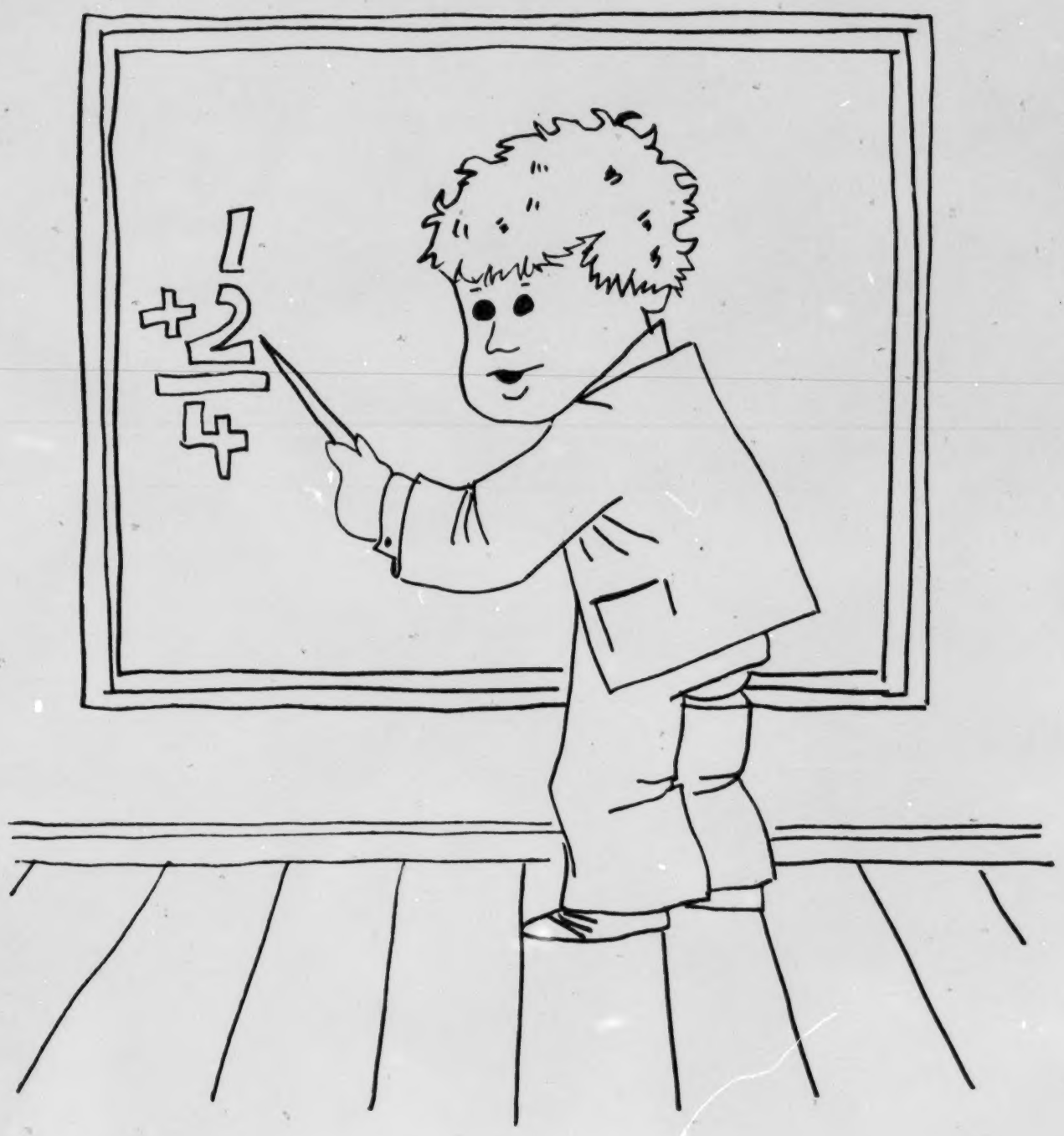
Super, Donald E., "Guidance for Occupations or for Careers", undated ditto in rough draft with marginal notations.

Samler, Joseph, "A Not Too Eager Agent for Change: The Counselor in Dr. Michael's Plausible Future", NVGA publication on the Conference on Implementing Career Development Theory and Research Through the Curriculum, Washington, D. C., 1966, pp 123 - 155.

Murphy, Gardner, "Work and the Productive Society", loc cit, pp 67 - 92.

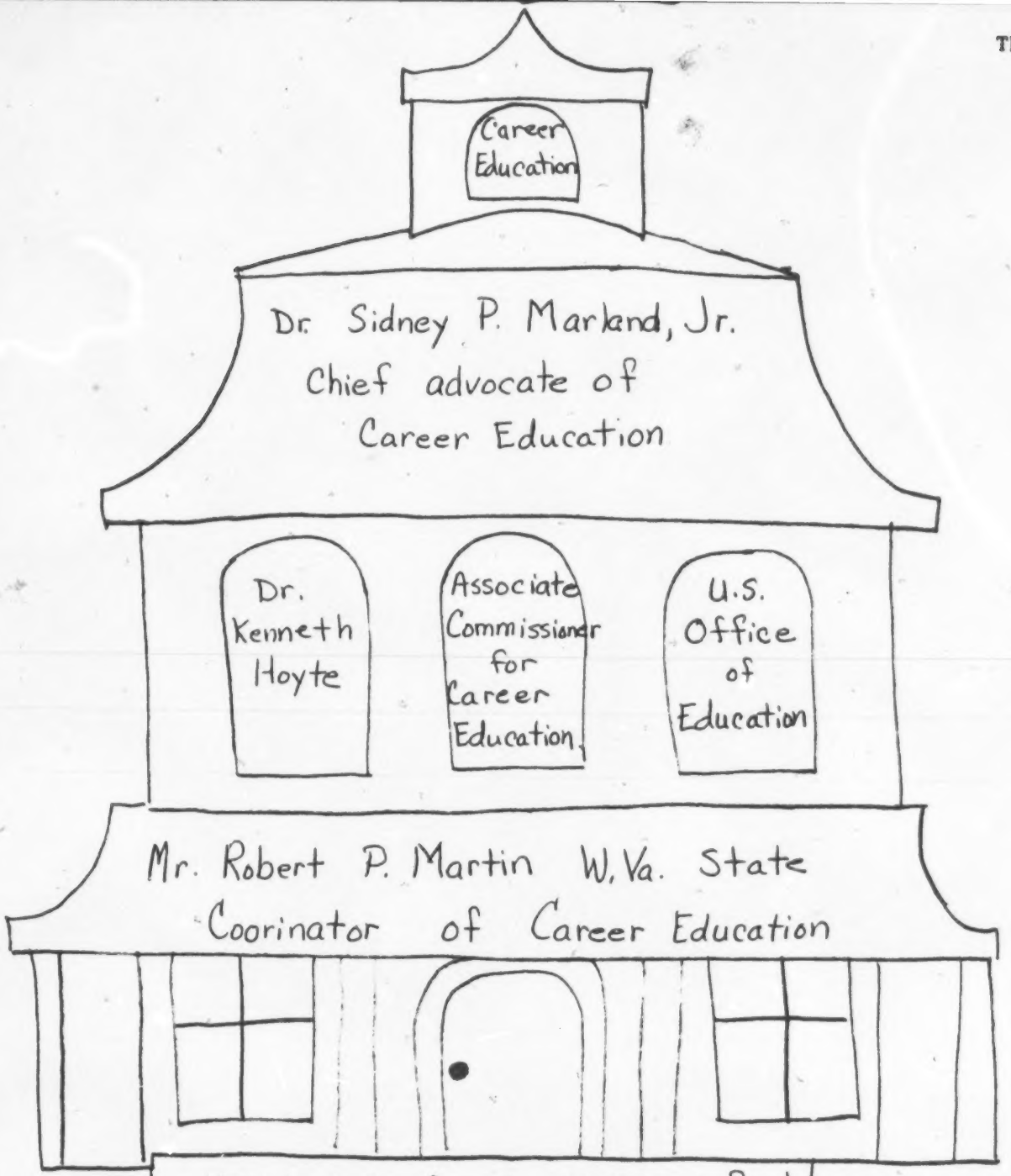
Wilensky, Harold L., "Jobs, Careers and Leisure; Implications for Counseling and the School Curriculum", loc cit, pp 93 - 122.

Some Myths About Career Education



Get the "bear" facts about Career Education!

RESA V is built on a strong foundation



1971 Lincoln County - 1968 VEA fund.

1971 Mason County ESEA Title III funding

1972 Raleigh County - 1968 VEA funding

1972 Monongalia County RCU funding

1972 Fort Gay (Wayne C.) ESEA Title III funding

1972 RESA VIII - ESEA Title III funding

1973 RESA V 1968 VEA Funding

1975 Fayette County ESTA Title III funding

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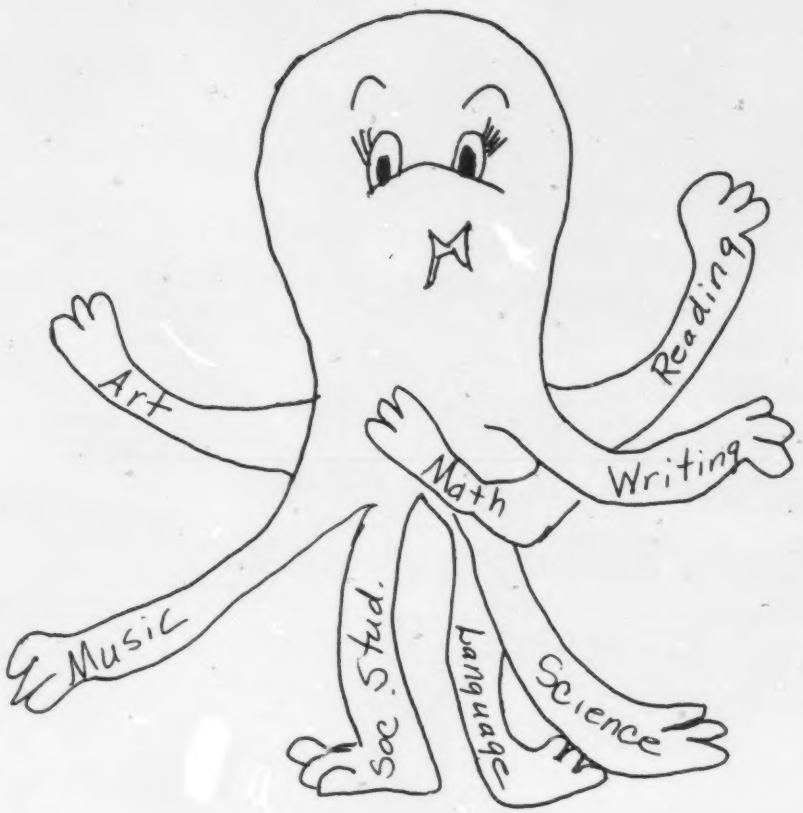
ARE YOU ASKING ME TO ADD ANOTHER ARM FOR CAREER EDUCATION?



"NOW THAT I HAVE PRESENTED MY CASE"

"ALL SIGNALS ARE GO"